Behaviour Policy

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Applicable to	Students & Staff
Ratified by	Local Governing Body
Valid from	10 February 2023
Review date	February 2024

Contents

1. Ethos Statement

At Montsaye we are committed to creating a stimulating environment where everyone aspires to exceed their potential. With our values of Excellence, Resilience and Aspiration we aim to foster a culture of mutual respect and tolerance where all students can thrive personally, socially, morally, spiritually and educationally, without interruption, bullying or harassment.

2. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability (SEND) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online. This policy complies with our funding agreement and articles of association.

4. Definitions

Misbehaviour is defined as but not exclusive to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Defiant behaviour
- Swearing or inappropriate language
- Refusal to follow instructions from any adult
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as but not exclusive to:

- Repeated breaches of the school rules
- Persistent deliberate defiance
- Any form of bullying
- Sexual harassment which is unwanted conduct of a sexual nature such as comments, sexual jokes including online abuse
- Truanting
- Sexual assault or violence, which is any unwanted intentional sexual touching
- Vandalism
- Theft
- Fighting
- Smoking/Vaping

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the Student)

5. Bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

The nature of bullying can be:

– **PHYSICAL** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone

– **ATTACKING PROPERTY** – such as damaging, stealing or hiding someone's possessions

– **VERBAL** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone

– **PSYCHOLOGICAL** – such as deliberately excluding or ignoring people

– **CYBER** – such as using text, email or other social media to write or say hurtful things about someone

Bullying behaviours are characterised by the following attributes:

– The behaviour is repeated

– The behaviour is intentional

– The person or group who are carrying out the bullying behaviours have more power than the victim or victims of bullying

– The behaviour causes physical or emotional harm for the individual or group who is targeted

Bullying can be based on any of the following things:

– **RACE** (racist bullying)

– **RELIGION OR BELIEF**

– **CULTURE**

– **SOCIAL CLASS OR SOCIO-ECONOMIC BACKGROUND**

– **GENDER** (sexist bullying)

– **SEXUAL ORIENTATION** (homophobic or biphobic bullying)

– **TRANS IDENTITY, INCLUDING NON-BINARY IDENTITY** (transphobic bullying)

− **SPECIAL EDUCATIONAL NEEDS (SEN), ADDITIONAL LEARNING NEEDS (ALN), ADDITIONAL SUPPORT NEEDS (ASN), OR DISABILITY**

− **APPEARANCE**

− **RELATED TO HOME OR OTHER PERSONAL SITUATION**

− **RELATED TO ANOTHER VULNERABLE GROUP OF PEOPLE**

Child on Child Abuse

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

Where an incident of child on child abuse occurs we may follow a risk assessment to inform the next steps and whether we need to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

6. Roles and responsibilities

6.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The Principal

The principal is responsible for reviewing and approving this behaviour policy.

The principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Following expectations agreed in the Home School Agreement
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents in an appropriate and timely manner using Go4Schools

The senior and middle leadership team will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- Follow expectations agreed to in the Home School Agreement
- Support their child in adhering to the Student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor, class teacher, student welfare officer or progress leader, promptly

7. Student code of conduct

Students are expected to:

- Follow expectations agreed in the Home School Agreement
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Follow our agreed ERA Expectations and be "Ready to Learn"
    - o **Mobile Phones** and headphones/ear pods are not allowed to be used on site between the hours of 8:40 and 3pm
    - o **Focused Classrooms** enter classrooms calmly and quietly and never speak when a teacher is talking
    - o **Equipment** ensure that you have all necessary equipment for success this includes stationary, DEAR book and PE equipment
    - o **Uniform -** full school uniform must be worn
    - o **Environment** respect equipment, furniture, dispose of litter in bins and move around the site in a calm manner

Uniform

Uniform is:

- Grey formal tailored trousers or grey knee length tailored skirt
- Grey Academy blazer and tie
- Black formal shoes
- One ear stud per ear and no rings
- Naturally coloured hair

Uniform Expectations

- Students may remove their blazers without permission once they enter the classroom, however these are expected to be either hung on the back of their chair or on a hook in the classroom. They are expected to wear their blazer at all other times as they move around the academy.
- Piercings other than a single pair of stud earrings must be removed. Failure to do so may result in Internal Isolation
- Hooded tops of any description are not allowed to be worn in any circumstance and outdoor coats cannot be worn inside the school building.

8. Rewards and sanctions

8.1 List of rewards and sanctions

The academy supports high standards of teaching in the classroom and behaviour around the academy. This is achieved through positive encouragement and reward. Rewards in the form of Excellent, Resilience or Aspiration (ERA) Points. The points are used to motivate students to aim for high standards in their academic or personal development. ERA Points are given for attendance, class and homework, contributing to the academy as a community and helping others.

All academy staff can issue ERA Points and students receive rewards as they earn points.

10 points	Tutor congratulations in tutor time
30 points	Tutor text home & ERA Eraser
50 points	Bronze Postcard, text home & ERA Ruler
70 points	Text home & ERA Pencil
100 points	Text Home & ERA Pen
100 Excellence points 70 Resilient/Aspiration points	Respective Pin for Blazer Eg. 100 Excellent Points entitles you to Excellence Pin and associated benefits
130 points	Silver Postcard "Lunch Fast Pass" and text home
200 points	ERA Water Bottle and text home
300 points	Principal Lunch & ERA Pin
400 points	Voucher Redeemed against school trip, Prom or Amazon
500 points	SLT Gold Postcard and raffle ticket for £50 voucher
For every 100 points after	Raffle ticket for £50 voucher

Students may also receive the following rewards or praise:

- Letters, emails, texts or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour this is not however an exhaustive list:

- A verbal reprimand
- Sending the Student out of the class
- Receiving a Behaviour Point (S1-S4)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Internal Isolation (OSP/On Site Provision)
- Referring the Student to a senior member of staff
- Letters or phone calls home to parents
- Fixed Term Exclusion
- Agreeing a behaviour contract
- Agreeing an ERA Learner Engagement contract
- Putting a Student 'on report'
- Meeting with parents
- Governors Disciplinary Panel
- Managed move to a different school or Alternative Provision
- Permanent Exclusion

We may use the On-Site Provision in response to serious or persistent breaches of this policy

Students who do not attend a given detention may be internally isolated in the On-Site Provision room.

DETENTION PROCEDURES

All detentions will be recorded on Go 4 Schools if any detentions are not completed they will be escalated to the next level where necessary.

Department or Progress Leader Detentions
- The detention duration will be 15 minutes
- Held at break time based in the issuing department
- Supervised by department staff on a rota basis
- Held on the same day or following day of issue

Academy Detentions
- The detention duration is 1 hour
- Held after school in the Gymnasium or Training Room
- Supervised by members of the Academy middle and senior leadership on a rota basis
- Held on a Tuesday afternoon at 3pm
- At least 24 hours' notice will be given
- A medical appointment is the only reason for a student not to sit their detention (evidence must be provided).

SLT Detentions
- The detention duration is 2 hours
- Held after school in the SLT area
- Supervised by members of SLT on a rota basis
- Held on a Friday afternoon between 3pm and 5pm
- At least 24 hours' notice will be given
- A medical appointment is the only reason for a student not to sit their detention (evidence must be provided).

8.2 Off-site behaviour

Sanctions may be applied where a Student has misbehaved off-site when representing the school, such as on a school trip, on the bus on the way to or from school or walking to or from school.

8.3 Malicious allegations

Where a Student makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the Student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The principal will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
  - o Greeting students in the morning/at the start of lessons
  - o Establishing clear routines
  - o Communicating expectations of behaviour in ways other than verbally
  - o Highlighting and promoting good behaviour
  - o Concluding the day positively and starting the next day afresh
  - o Having a plan for dealing with low-level disruption
  - o Using positive reinforcement

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a Student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate. We also reserve the right to hand confiscated items over to the police if deemed necessary or appropriate.

If we suspect that a student is carrying a prohibited item we reserve the right to search them.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the Student. Reasonable adjustments may be made to support students with individual or complex needs including but not limited to:

- Sensory breaks
- Access to a wellbeing/Sensory Hub
- Time Out Card
- Timetable/curriculum adaptation
- Outreach work and referrals to external specialists and professionals
- Daily Meet and Greets and Reflection

The school's special educational needs co-ordinator will evaluate a Student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a Student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

To ensure behaviour is continually monitored and the right support is in place, information related to Student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the principal and governing body annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy
- SEND policy
- Equality & Diversity policy